

Subject: English III Honors

Topic: Rhetoric and the Power of Speech

Title of Lesson: Let Me Persuade You (60 minutes)

Objectives:

1. Students will reflect on and explore their understanding of the power of rhetoric as a tool in betrayal by looking closely at the text and relating the text to their own lives.

([CCSS.ELA-LITERACY.RL.11-12.2](#), E3-1.7)

2. Students will apply their knowledge of rhetorical strategies to the text (specifically the speeches given by Brutus and Marc Antony after Caesar's death) to the theme of betrayal and their own lives. ([CCSS.ELA-LITERACY.RL.11-12.6](#), E3-1.4)

3. Students will write a persuasive paper to reflect their understanding of the themes presented within the text using textual evidence. ([CCSS.ELA-LITERACY.W.11-12.1.A](#), E3-5.4)

Purpose: Students will gain a stronger understanding of the theme of betrayal in Shakespeare's *Julius Caesar* and the ways in which betrayal can be carried out. In examining the language of Marc Antony and Brutus after Caesar's assassination, the students will explore what motivates each of these men and what in their language sways the people of Rome to their side. Students will also connect their lives and personal experiences to the text, and understand that they, too use rhetorical strategies, even without knowing it. Finally, students will leave class with an understanding of the art of persuasion and use these new skills to write a persuasive paper on Shakespeare's *Julius Caesar* and which character they believe is in the right.

Materials:

- Prezi Presentation on Persuasion
- Copies of Brutus' speech from Act III, Scene ii (25)
- Copies of Marc Antony's speech from Act III, Scene ii (25)
- Youtube Videos from the Royal Shakespeare Company's *Julius Caesar* (2)
- White board (1)
- Reader Response Journals (25)
- Prezi Presentation on Writing
- Essay Assignment (25)
- Rubric for Essay (25)

Procedures:

Procedures for *Introducing* the Lesson:

Students will come into class and collect their reader response journals from me. I will have their names on the board already grouped into 3-4 students. Students will be instructed to find their group mates and settle into their seats. I will then hand out index cards. Each group will be given (4) index cards with prompts written on them. Prompts will read:

1. You need \$30 to buy something that is very important to you, but you do not have the money. Persuade your sibling or close friend to loan you the money.
2. It is 10pm and you are expected home in 30 minutes, but your friends want you to come to the movies with them. Persuade your parents to extend your curfew.
3. You did not complete a major assignment that is due today. Persuade your teacher to give you an extension.

4. You have one chance to get a part-time job as a life-guard this summer. Persuade your potential boss to hire you.

On their desks will also be post-it notes that designate each student as a certain role. On the board, the students will see that 1=persuader, 2=the object of persuasion, 3 & 4=note takers/facilitators. 3 & 4 will be instructed to note 3 different tactics used by the persuader. Students will have 3 minutes each per prompt. They will then rotate roles so that each student has a chance to be a persuader, the persuaded, and two chances to be note taker/facilitator. During this time, I will walk around and direct the students being persuaded to change their attitudes on the argument. First, they will react positively, then negatively, then as if they do not care at all. This part of the lesson is adapted from The Folger Shakespeare Library (Persuasive Speech in *Julius Caesar*; <http://www.folger.edu/eduLesPlanDtl.cfm?lpid=766>) We will come together as a class and discuss the different strategies used and this will segue us nicely into our presentation on rhetorical strategies.

(10 minutes)

Procedures for *Developing* the Lesson:

After discussing what ethos, pathos, and logos are in a very general way, I will turn on the video that provides a short summary of the three rhetorical strategies. The video will run 4 minutes, 25 seconds. I will ask the students if they have any questions. After allowing for responses and answering any questions asked, I will move on to the next portion of our lesson. I will tell the students that, using the information they have just learned, they will analyze the rhetorical strategies used in Brutus and Marc Antony's speeches from Act III, Scene ii. I will hand out copies of the speeches on separate pieces of paper to allow the students to mark up their

copies. Students will be working in pairs, so every two students will get a different speech. Half of the class will be analyzing Marc Antony and half will be analyzing Brutus. We will come together as a class after about 10 minutes of reading and discussion. I will tell the students that, many times, when it comes to Shakespeare, it is very important to read the work line by line and really dissect it in order to understand it. When we come back together, we will talk about the different strategies used and what the students believe make them good or bad. After our short discussion, we will move on to what I believe is the most important aspect of Shakespeare, being able to see and hear the actions. I will play a clip from the Royal Shakespeare Company about the actors playing Brutus and Marc Antony. This particular production has set the action in Africa and has changed the plot to mirror tribal conflict. The clip is very interesting and will prepare students for what they will see in the next clips shown which are from two different version of *Julius Caesar*, the speeches of Brutus and Marc Antony. We will then discuss the following questions as a class.

- What strategies did you see used in each man's speech?

- How do things change when you see these speeches acted for you?

- What strategies were effective? Which would you change?

(30 minutes)

We will then move into our final activity of the day: the persuasive paper. Students will already have a knowledge of how to write a persuasive paper from previous English classes, so this lesson should serve as more of a review. I want the students to be able to develop their thesis by the end of the class period and hand them in as exit slips. In order to do so, I will have to begin a short presentation on persuasive essays. We have the ground work, having already been

over the rhetorical strategies that they will use, but students will need help in creating a solid, defensible thesis. We will go through the power point, and once finished we will begin working on our own, individual theses. I will allow students to work on these until the end of class. I will walk around the room, asking each of them what they are thinking about writing and helping them to get to a point where they are comfortable writing their argument in two sentences or less. Some students may choose to share their thesis with the class, should time permit.

(10 minutes)

Procedures for *Concluding* the Lesson:

Students will be informed that they must hand in their thesis statements to me on their way out of the classroom. Those who have a few moments will be told to also attach an outline of what their evidence will be, should time allow. This allows me to ensure that students are really completing their work in a meaningful way, and also allows me the opportunity to give them feedback on their ideas. Doing this also helps me make sure that my instructions were clear, should I have to go back and re-explain the process. I will give feedback to the students the following class period.

(3 minutes)

Evaluating/Assessing the Learning:

Before the lesson: Students will come in having read up to Act III, Scene iii of *Julius Caesar* students who come in having done the reading and annotated their books/have taken notes on the reading will receive 0.5 points for participation.

During the lesson: Students will participate in the reader response activity outlined above.

Students will write their answer in the journals to be turned in at the end of class

as an exit slip. Students will also be expected to participate in class discussion and group work. I will monitor students during group work and be sure to note who is doing their work and staying on task and who may need some guidance. Those who participate will receive 1 participation point.

After the lesson: Students will turn in their thesis for their persuasive paper to me at the end of class so that I can give them feedback on their essay ideas before they begin writing. This will help me to understand who is on track with the assignment and who needs further clarification. Students who turn in their thesis statements will receive 0.5 points for participation.

Accommodations for Diverse Learners:

Student Living in Poverty:

- Student will be given ample notice of deadlines
- Student will be offered extra help on assignments given
- Student will be offered use of school technology to type paper. If student prefers to work from home and shows the capability to do so, I will allow the student to hand write the paper, so long as their handwriting is legible.

Student with a Physical Challenge:

- All 504 accommodations will be made.
- Aside from general accommodations listed, I will ensure that any group work done will take into account that the student does not have to move from their seat--unless they wish to do so and it is within their physical ability.

English Language Learner:

- All 504 accommodations will be made.
- ELL student will be given copies of all handouts and rubric in their native language.
- Student will also be given a copy of William Shakespeare's *Julius Caesar* in their native language. Group discussion will help student to become more comfortable speaking English with their classmates.

High Achieving Student:

- Please see general accommodations.

At Risk Student:

- Student will receive physical copies of all handouts.
- Student will have a chance to interact with classmates during group and partner work
- Student will have the chance to reflect on their own opinions, making the material more interesting and connecting it to their own life.

Student on the Autism Spectrum:

- All 504 accommodations will be made.
- See general accommodations.

Essay Assignment

- Write a persuasive essay in which you defend either Brutus or Marc Antony. Which do you believe is fit to be a true leader after the speeches given at Caesar's coffin?
- Your argument should be clearly defined and well supported by textual evidence.
- Explain your argument in terms of ethos, pathos, and logos. Your argument should serve to strengthen the argument of either Brutus or Marc Antony.

Some ideas to think about while writing your paper:

1. Why is your defendant the man to trust?
2. Why is the other man unworthy of trust?
3. What about your defendant's words prove him as a leader? What type of person is your defendant? Ethical, logical, emotional? Why do these traits work in his favor? Where in his speech can we see these traits?

- A copy of the rubric is attached to this assignment. *Please follow the rubric.*
- The essay will be 2-3 pages in length, Times New Roman 12 point font, 1 inch margins, and will be **due** _____

BRUTUS

Be patient till the last.

Romans, countrymen, and lovers! hear me for my cause, and be silent, that you may hear: believe me for mine honour, and have respect to mine honour, that you may believe: censure me in your wisdom, and awake your senses, that you may the better judge.

If there be any in this assembly, any dear friend of Caesar's, to him I say, that Brutus' love to Caesar was no less than his. If then that friend demand why Brutus rose against Caesar, this is my answer:

--Not that I loved Caesar less, but that I loved Rome more. Had you rather Caesar were living and die all slaves, than that Caesar were dead, to live all free men? As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him: but, as he was ambitious, I slew him. There is tears for his love; joy for his fortune; honour for his valour; and death for his ambition. Who is here so base that would be a bondman? If any, speak; for him have I offended.

Who is here so rude that would not be a Roman? If any, speak; for him have I offended. Who is here so

vile that will not love his country? If any, speak;
for him have I offended. I pause for a reply.

All

None, Brutus, none.

BRUTUS

Then none have I offended. I have done no more to
Caesar than you shall do to Brutus. The question of
his death is enrolled in the Capitol; his glory not
extenuated, wherein he was worthy, nor his offences
enforced, for which he suffered death.

Enter ANTONY and others, with CAESAR's body

Here comes his body, mourned by Mark Antony: who,
though he had no hand in his death, shall receive
the benefit of his dying, a place in the
commonwealth; as which of you shall not? With this
I depart,--that, as I slew my best lover for the
good of Rome, I have the same dagger for myself,
when it shall please my country to need my death.

All

Live, Brutus! live, live!

MARC ANTONY

Friends, Romans, countrymen, lend me your ears;

I come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault,

And grievously hath Caesar answer'd it.

Here, under leave of Brutus and the rest--

For Brutus is an honourable man;

So are they all, all honourable men--

Come I to speak in Caesar's funeral.

He was my friend, faithful and just to me:

But Brutus says he was ambitious;

And Brutus is an honourable man.

He hath brought many captives home to Rome

Whose ransoms did the general coffers fill:

Did this in Caesar seem ambitious?

When that the poor have cried, Caesar hath wept:

Ambition should be made of sterner stuff:

Yet Brutus says he was ambitious;

And Brutus is an honourable man.

You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

Works Cited:

1. Milner, Joseph O'Beirne, Lucy Floyd Morcock Milner, and Joan F. Mitchell. *Bridging English*. 5th ed. New York: Merrill, 1993. Print.
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3. "Persuasive Speech in *Julius Caesar*: Lesson 5." *The Folger Shakespeare Library*. The Folger Shakespeare Library, n.d. Web. 24 Mar. 2014.
4. "Ethos, Logos, and Pathos by Shmoop." *YouTube*. YouTube, 18 Jun. 2013. Web. 29 Mar. 2014.
5. "Julius Caesar, Act 3 Scene 2 | 2012 | Royal Shakespeare Company." *YouTube*. YouTube, 25 Jul. 2012. Web. 29 Mar. 2014.
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